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ABSTRACT

The Learning Center at Glendale Community College is described in this four-part report which also evaluates the success of the Center in meeting the needs of new, nontraditional students. Part I reviews the literature dealing with the high dropout rate of nontraditional students admitted via the "open door" and provides definitions for the terms "developmental," "new students," and "learning centers." Part II describes (1) the new college clientele, consisting of "high risk" students from divergent and isolated backgrounds rather than 18-year-old high school graduates; (2) eight goals pursued by the Center in the diagnosis and correction of academic deficiencies; (3) the Center's history; (4) its place within the college organization; (5) the Center's physical facilities and learning materials; (6) the individualized modular programs provided for self-initiated or instructor-referred students; (7) the Center's Writing Lab; and (8) other programs including English as a Second Language and the tutorial program. Part III presents a point by point qualitative evaluation of the Center's services, facilities, budget procedures, and staff and describes the results of another evaluation completed by 155 students and ten instructors. Part IV outlines general conclusions pointing to improvements needed in such areas as training and student follow-up. (Author/JP)

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THE LEARNING CENTER:

GLENDALE COMMUNITY COLLEGE RESPONSE

TO THE DEVELOPMENTAL NEEDS OF THE "NEW STUDENTS"

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by

Cora de Rowe

Glendale Community College

December 1979

JC 790 653

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I. INTRODUCTION

A. Problem

The basic admission policy of the community junior colleges states that "Any high school graduate, or any person over eighteen years of age who seems capable of profiting by the instruction offered, is eligible for admissions"[1] and embodies the ideal of equal educational opportunities for all citizens. In compliance with this policy, Glendale Community College, like the majority of community colleges in our times, has been faced with the challenge of providing for the learning needs of each and every student. Because of the diversity and changes in the nature of the student body, substantial institutional changes have been necessary, i.e., modifications in instruction, curricula, and student services, as well as administrative flexibility to deal with the changing community college students and their needs.

B. Purposes

This paper attempts to

1) identify and report the purposes of the Learning Center at Glendale Community College;
2) describe the organization, and procedures used to achieve these purposes;
3) make an exploratory assessment of the extent to which they are achieved;
4) and make recommendations to strengthen and revitalize the services offered.

C. Importance of the Problem

In recent years, recruitment of students who previously would not have been considered "college material" has taken on a major emphasis in all our community colleges. But hand in hand with the special efforts made to increase enrollment, should go the increased supportive services to ensure the retention of these "new students."

The question of whether we are adequately offering equal opportunities to succeed to those whom we have permitted to enroll has concerned educators, researchers, and laymen. Many critics have said that the "open door" is really a "revolving door," since once inside, many of the students are unable to achieve success. The concept of open door should mean more than the idea of easy access to the two-year institution. It should also mean that the student, regardless of his level of achievement, will receive the best education possible in the college commensurate to his needs, efforts, motivation, and abilities.

Moore (1970) contends that "The overwhelming majority of two-year institutions neither develop the same commitment, establish the same priorities, nor utilize the same precision and creativity in developing the programs and curricula for the educationally disadvantaged."[2]

The urgent need to address the issue of remediating the neglect of these students is confirmed by the findings of many recent studies.

The Junior Community College Task Force reported in 1969 that

> "Approximately 70-75 percent of all students are in either remedial or compensatory programs. Sixty to seventy percent of all enrollees become dropouts, and nine out of ten disadvantaged students become dropouts."[3]

Further evidence of this concern is also advanced by Cope and Hannah, (1975) who stated that

> "The rate of dropping out among community college students is apparently considerably higher than rates at four-year colleges. Nationally, it appears that approximately one-half of community college students do not return for a second year and only about half of remaining students go on to complete the requirements for the associate degree."[4]

We must be convinced that the currently designated "new student" will become the "usual student" of tomorrow. These so-called new students will clearly no longer be "new" as the community colleges advance into the 80's. (Johnson, 1978).[5] Therefore, it is necessary to rededicate and commit ourselves to the mission and purposes of the community college and to provide for these students the quality education to which they have a right.

D. Method of Study

In the preparation of this paper extensive use was made of reports, statistical records, and charts available in the Learning Center. Information was also acquired through interviews with persons who have been with the college for many years and who were acquainted with the beginning and development of the Center. Effective ideas were also obtained on visits to other community colleges in the area, i.e., Southwest College, Cerritos College, Pasadena City College, West Los Angeles College, El Camino College and Harbor College. A mini-survey of the facilities of Glendale Community College was conducted utilizing sections of the Assessment Packet prepared by the Learning Resources Association of California Community Colleges and also other questionnaires regularly used in our Learning/Tutorial Centers.

A great deal of literature dealing with the different aspects

of the topic has been reviewed and the information has served as background for the preparation of this project. The references which seem to apply will be interspersed in the body of this work.

E. Definition of Terms

For the purposes of this study, whenever referred to, the terms "Developmental," "New Students," and "Learning Center" will be used in the following sense:

Developmental: This term refers to four programs designed to help students overcome or compensate for:

1) Deficiencies in grades or subjects required for admission to a senior institution or to colleges and transfer programs (Pre-transfer);
2) Deficiencies in reading, writing, speech, arithmetic, study habits, motivation, and other personality traits (Remedial);
3) Deficiencies in literacy and in basic skill subjects necessary for a high school diploma (Adult Basic Education);
4) Physical and mental handicaps that impose limitations on the functioning of students academically and socially (Handicapped).[6]

New Students: This term designates students whose performance at academic tasks in the past has been below average;[7] who score low on traditional tests of academic ability; who do not perform educational tasks with competence.[8]

Learning Center: In the literature and in current practice, the term Learning Resources Center is widely used to refer to an educational complex which includes the library, media services, and instructional support services. In the present work, however, Learning Center is

used in reference to a facility equipped with audio-visual materials and equipment, carrels for individualized auto-instruction and lab work, and in which developmental programs are offered on an individualized or group basis.

F. Scope and Limitation of This Study

This project should by no means be considered a thorough in-depth study of the manner in which the developmental needs of the "New Students" of Glendale Community College are met. It will be restricted to the discussion of the response to such needs as described in phases 1 and 2 of the definition of "developmental" cited earlier in this work. It should be stressed that a follow-up study of the effectiveness of the Learning Center as it relates to subsequent student academic success has been deemed necessary. The present work, however, is limited to examine what is being done and assess how well it is accomplished.

II. THE LEARNING CENTER AT GLENDALE COLLEGE

Glendale Community College celebrated its fifty-second year of service to the community in 1979. These have been fifty-two years of steady development to meet the varied needs of a growing community. One of the major changes over the past decades has been the new clientele which is taking advantage of the increased educational opportunities. According to the current enrollment facts (fall, 1979) the college reports an increase of 13% over fall 1978 enrollment. This represents a total of 9,034 day and evening students ranging from ages 17 to 91. The current open access policy which has offered opportunity for adults of all ages and from all social, ethnic, economic, and educational backgrounds to have a post-secondary education

has also brought about an unprecedented need for remedial, corrective, and developmental programs.

A. New Clientele

American higher education has traditionally developed its curricula and instructional programs primarily for young, middle-class, single, unemployed students who could devote their full time and attention to the pursuit of a college education. At present, however, these individuals do not compose the majority of students on our college campuses, and the growing trend indicates quite clearly that the future of the community colleges obviously does not lie with the traditional 18-year old high school graduates. Our colleges, once dedicated to the role of training future leaders as well as the enlightened followers of our nation, have been required to assume a new role- that of bringing students from widely divergent and isolated backgrounds into the mainstream of our society. This is a national reality.

This is also a reality of Glendale Community College. In the past few years, this academic institution has experienced an amazing increase in enrollment of what is now called the "Non-traditional," the "High-risk" or the "New Student." Regardless of the term used to describe this segment of our student body, one fact is clear: This new clientele is here to stay. The contemporary population includes, besides the traditional student, international students from as many as fifty countries who are preparing to pursue professional goals often unattainable in their own countries; older students who wish to update basic skills, seek new sources of interest, or increase their education in order to survive the present economic inflation; a great number of aliens who

are legal residents of our community and who are seeking to readjust to their new way of life; a large number of refugees who seek to learn our language and develop marketable skills to become gainfully employed in this country; individuals of ethnic minority groups who have been traditionally deprived of educational opportunities; middle-aged and single women seeking to improve their personal circumstances or to provide a better life for their families; the physically, emotionally or intellectually handicapped who come to the college to make use of a legislative right which provides for their productive integration in our normal society; and certain young adults with serious academic deficiencies who are aware of the inadequacy of their high school instruction and look to the college as their last opportunity to receive the training they have missed.

An institution unresponsive to the fundamental demands and needs of its society, loses its vitality and becomes irrelevant (Mayhew, 1967). Our institution, aware that the variety of needs of this new population poses a challenge that must be met, is making great efforts to respond to the unique demands imposed by the democratic functions of a community college. It is aware that students who enter the college should find programs that are consistent with their needs, remain in college until competencies are acquired, and then emerge to become contributing members of our society. It is aware that more imaginative programs must be conceived to recruit, counsel, and instruct these students; that a variety of media and instructional strategies must be planned to accommodate the wide range of student learning rates and styles and to motivate them to remain involved until adequate mastery is achieved.

Translating this awareness into action, the administration of the

college has striven to create a variety of programs and extended services in order to cope with the changing trends in our student population. One such service is the Learning Center, designed to provide developmental skills both in structured courses and in independent programs.

B. Goals

The goals pursued by the Learning Center are the following:

1. To assess the students' strengths and weaknesses and to prescribe instruction according to their needs and abilities.
2. To provide for the correction of deficiencies in all areas with a strong emphasis placed on skills in reading and the use of oral and written English.
3. To assist the students who lack the educational background and adequate study habits for college work.
4. To develop approaches and techniques for individualized and/or group learning geared to satisfy different learning styles, rates, and abilities.
5. To improve the students' self-image and sense of achievement by prescribing and assisting them in tasks at which they may be successful.
6. To reduce dropouts and to improve retention.
7. To serve as a diagnostic, prescriptive, and remediative center for the referral of students who are experiencing difficulties in a basic skill while they are enrolled in regular college courses.
8. To provide the necessary instructional materials and equipment which will assist the students to acquire the basic skills and knowledge required to succeed in regular academic and vocational classes.

C. Background

A report of the developmental program in the Learning Center would not be complete without an understanding of the evolution of remedial/developmental education at this institution. The following account will provide a brief overview of the inception and present efforts of the Learning Center of Glendale Community College.

The Learning Resource Center was developed through the foresight, direction, and efforts of Mr. Theodore R. Connett, its former coordinator. In 1958, the need for remedial assistance in basic skills was noted, and he started teaching remedial classes such as English 40, English 41, and English 42 in two rooms of the college bungalow. One large Controlled Reader, Sr. was used to project reading articles on a screen to help the students increase their reading comprehension and speed. SRA Reading Kits were also used.

In 1966, with the assistance of Dean Harold Cochrane, Mr. Connett applied for and received a grant of $3,000 through the National Defense Education Act to develop a reading lab. A room was then acquired in 1967 in the former college library, and the lab began its operation staffed by counselors and a part-time clerk from the counseling office.

As the demands for remediation grew, another room was designated for the Center. Through VEA and college funding, more materials and equipment--controlled readers, mast machines, Auto-tutors, etc. were purchased to meet the needs of disadvantaged, handicapped, vocational, and academic students who wanted to improve their basic skills. Remedial classes--English 190, -191, -192 and Psychology 190 were held in the Center to provide a basic skills program in the areas of reading, spelling, vocabulary, grammar, study skills, and mathematics. Students

enrolled in these classes for credit or were individually referred by an instructor or counselor for no credit. The Center, staffed by instructors, a clerk, student aides. and tutors, remained under the direction of Mr. Theodore Connett, Coordinator, until his retirement in 1976.[9] Dr. Benice Lindo was then appointed Director of the Center and supervised the operation until 1978. Under her administration, among other innovations, the name was changed from Learning Resources Center to Learning Center, a basic reading course was added, tutoring was increased, and a new ESL specialist was appointed to respond to the needs of the great number of foreign born students who needed to improve their English language proficiency.

D. Organization

In 1978 a proposal was administratively approved to separate the developmental skills from the English Department, thus permitting this area to function as a quasi-department independently under the direct supervision of the Director of the Learning Center and with a separate budget. This entity was denominated the Developmental Learning Skills Department and encompassed study skills, ESL classes, reading, and English classes below transfer level which required lab attendance, and all the individualized and tutorial programs. (Appendix 1). The responsibilities were then determined and this new organization was implemented by the current director in the fall of 1978. (Appendix 2). At that time, the separation was based on the assumptions that laboratory programs should be created and administered by a specialist, abreast of the most effective methods or materials in the remedial field; and that the English Department would be free to concentrate its energies on the improvement of courses in the regular English track.

The concept of developmental studies as an approach to cope with the academic problems that students bring to our post-secondary institutions is widely discussed in the literature. According to David Daniel, "Rhetoric about the lack of basic skills students bring with them to college is being replaced by innovative programs in developmental studies. These programs are emphasizing a positive approach to college."[10]

The view that establishing a division or department of developmental studies is a dramatic move toward affecting change within a college is also advanced by Roueche and Snow who further stated that the developmental studies program provided a highly visible testing ground for innovation efforts. Innovative instructional and counseling strategies can be designed and implemented with the most difficult of education's clientele.[11] It is further adduced that although it is true that more than 200 community colleges (Gordon and Wilkerson, 1966; Roueche, 1968) can identify some compensatory or remedial courses being taught, it is difficult to locate a significant number which have developmental or remedial departments as an integral part of the total college program. Even where one finds this integration, it is correspondingly more formidable to find it reflected in qualified staff, appropriate curriculum and sufficient budget commensurate with other programs in the college.[12]

E. Description

The Learning Center is located in the former library area--Rooms 215 and 216 of the Administration Building. It contains carrels for 55 students, an area for group lecture, an area that alternates as a reading classroom and an incipient writing lab, the checkout counter,

the administrator's office, and the clerical area. (Appendix 3)

At present the Center is staffed by 10 instructors who teach the basic courses; two full-time instructional aides who assist the teachers and students in the use of the instructional media and keep records of students' attendance and progress in lab assignments; approximately 10 student aides and tutors who work with the students on a one-to-one basis; a clerical specialist who performs secretarial duties necessary for the effective operation of the facility; a part-time reading instructor, and a director who administers and coordinates all of the activities of the Center and serves as instructor of record for the individualized courses. There is also a tutorial coordinator who supervises the tutorial program and assigns the tutors to the tutees. (Appendix 4)

The Center is equipped with modern materials--hardware and software--that have been selected to meet the learning needs, learning modes, and various levels of all our students. Some of the materials have been designed and prepared by faculty members for class projects and assignments, but most are commercially acquired instructional equipment and materials for student skill development in various areas. They include audio-visual tapes, films, cassettes, slides, teaching machines, workbooks, textbooks, and instruments for diagnostic evaluations.

F. Services

The students served in the Center are identified in one or more of the following ways: By counselor or instructor referrals, diagnostic testing or the students' own recognition of their deficiencies. (Appendix 5)

Student Initiated or Instructor Referred:

A student who voluntarily drops in to the Center or is referred by his instructor may be helped with the improvement of his study habits by enrolling in Guidance 194--Study Skills--which places special emphasis on the efficient use of the facilities for study, develops skills in notetaking, outlining, time scheduling, and preparation for taking examinations.

A variety of individualized modular programs may also be assigned by the instructor, requested by the students, or prescribed by the instructional staff after diagnostic screening. They are self-paced complete programs with cassette-taped instructions, filmstrips, and workbooks for English vocabulary development, speed reading, reading comprehension, vocational and business courses, spelling, basic mathematics, metrics, phonics, and literature. These programs are constantly being updated to keep up with the educational innovations and to offer the best service possible to our students. This type of independent study places the major responsibility for learning on the learners, for they determine the schedule that is most effective for them and ultimately are responsible for their own improvement. To evaluate the progress and to ascertain whether the goals have been achieved, the students are required to take a post test in each of these courses.

The student may also receive supplementary class assistance by requesting modules of instruction, taped lectures, records, and other programs which the instructors place in the Center so that students may drop in at their convenience to reinforce topics discussed in the classroom, to make up for a class absence, complete an assignment or simply to profit from enrichment experiences.

Two widely used services that are mostly student requested or instructor referred are the Writing Lab and the Tutorial Services.

The Writing Lab:

This year it was possible to implement a greatly needed writing lab--a service which was initiated when a grant proposal presented by Mr. Denis Van Dam was funded for $10,000. It was one of the 129 proposals funded out of 390 submitted from around the state. The purpose of the Writing Lab is to provide free, noncredit, tutorial instruction to any Glendale Community College student who needs assistance in overcoming problems in the fundamentals of writing, i.e. basic organization, development, grammar, and mechanics. Since the lab is intended to complement rather than duplicate classroom instruction in English, attention is focused on the particular needs of each student who comes for help.

At the writing of this report--the tenth week of operation--the lab has served a total of 402 students and 449 student contact hours were logged. The lab is serving English as well as other instructors; students from biology, psychology, and business courses, for example, have been counseled in their writing. At present there are five tutors working a total of thirty one hours per week, and three English instructors working a total of sixteen hours per week. It is hoped that the tremendous response of the students to the writing lab will prove it to be an indispensable permanent addition to the Learning Center, and that funds will be provided, possibly by the district for its continuation.

Tutoring:

In essence, the philosophy of the tutorial program at Glendale Community College is to allow the student to succeed in a class where he is having

problems. As such, this view holds that a student may profit from additional help he or she may receive and that this help is complimentary to classroom instruction. In addition, this philosophy implies that efforts will be made to improve a student's deficiency in a particular skill by prescribing a long-term corrective program of study and utilizing the resources of both the Tutorial and the Learning Center. In the end, both the tutor and the tutee can gain a greater sense of self-worth and identity, since this is one of the components that most basically affect students' perception of their abilities to do college work.

Progress reports suggests that individual tutoring can be a major source of affective support for the disadvantaged. Some of the most effective tutors appear to be advanced high-risk students. Quite frequently new tutees have never been exposed to anyone of their age, race, background and intelligence who is a college person. The success of these students is tangible evidence to the new student that he also has a real chance to succeed in college. High-risk students also profit from serving as tutors. In so doing, they reinforce their newly acquired knowledge and have the satisfaction of transmitting it to someone else.[13]

The tutorial services offered may be of two types: in-class tutoring and peer tutoring in the Tutorial Center. The in-class tutoring program is funded by the VEA budget, and therefore, involves only students enrolled in occupational/vocational classes and VEA students who need to upgrade basic skills. The in-class tutors work closely with the instructors in the classroom or laboratory helping the students individually with the instruction or assignments.

Through the assistance of various funding programs, tutors are provided

and appointments are made for one-to-one tutoring of any student enrolled in the college. This activity takes place in the Tutorial Center located across the hall from the Learning Center. A coordinator assigns tutors to any student who requests tutoring in any college subject.

Hundreds of students have benefited from this service which is free to the student and supported by college, federal, and state funds, and contributions from the Associated Student Body. An efficient documentation and careful reporting on the use of the allotted funds and the progress of the students is maintained in order to justify the support for the continuation, improvement, and expansion of the services offered.

In the main, seeking help is usually self-initiated, even though in many instances, instructors refer the students or encourage them to utilize the services. The psychological implications of seeking self-help are of critical importance, Reed contends that "Students who seek help are likely to have a strong desire to succeed, and their efforts to translate that desire into success may be as important as the help received from tutors."[14]

Counselor Referrals:

The students who are referred to the Learning Center by the counselors have been identified as developmental based on their scores on the College Guidance Placement Test, their high school GPA, their lack of proficiency or fluency in the use of the English language, or by other information provided to the counselor during the pre-registration appointments.

The Center provides individualized diagnostic testing in mathematics, reading, and English grammar, spelling, and vocabulary. Every incoming developmental student is required to take a reading test or an English as a Second Language Test. The results of the diagnostic reading test places the student in one of the three levels of reading: English 188--Basic Reading Skills (grades 6 and below); English 190--Reading Techniques I (grades 7 through 9); and English 192--Reading Techniques II (grades 10 through 12). Students who qualify for English 190 are also recommended to take concurrently, English 191--the basic grammar and writing aspect of the program. Students who qualify for English 192 are encouraged to include English 120--grammar and composition--in their programs.

The non-native students are all required to take an English as a Second Language placement test before registering for their classes. Because these students are assigned, according to their test scores, to the level of English which best responds to their needs and abilities, from the outset, their chances of success are excellent.

There are now three levels of ESL--English 193--Beginning ESL; English 194--Intermediate ESL; and English 195--Advanced ESL. Each course focuses on the development of different proficiencies. The beginning course provides the basic skills in oral communication and sentence structure vital for survival in college. The intermediate level emphasizes idiomatic usage, vocabulary building, syntax, and paragraphing. The advanced course concentrates on reading and composition at the essay level.

Students who qualify for English 194 or 195 may also take English 196--

Conversation and Pronunciation for students of English as a Second Language. This course stresses idiomatic usage through informal conversation practice, oral presentations, and pronunciation drills and exercises. The objective of the course is to help students speak English with ease and fluency.

There is also a unified course in listening, speaking, reading, and writing--English 199--Basic Communications. It is the language aspect of a developmental block of courses which includes Math 151--Basic Math, English 199--Communication Skills, Guidance 193--Psychology of Adjustment, and Guidance 195--Career Guidance. The students who are directly referred to these courses by the counselors have all expressed their intentions to enroll in a vocational program.

All of the developmental classes offered in the Learning Center combine lectures, programmed techniques, multi-media materials, and in-class tutors to assist the students to strengthen their skills or overcome their deficiencies.

Our clientele includes regular academic, EOPS, Adult Education, Extended Day, Handicapped, and Vocational Education students. At the writing of this report, the Learning Center has served 1,650 students in the present school year, a figure which represents a total of 11,385 student contact hours. (Appendix 6)

The programs are constantly being expanded to meet the varied needs of our student population. For instance, many classes are now video taped for the home-bound disabled students. Last year an additional level of reading was added, and this year three new courses in ESL were initiated.

The classes all have a steady, healthy enrollment, a fact which indicates the students' acceptance of and enthusiasm for the program.

An appreciable number of students have willingly enrolled in all of our developmental classes, and others regularly drop in on their own to profit from the services available. This fact is indicative that the marginal student needs personal attention, individually tailored programs, immediate feedback for both success and failure and the positive approach of trained, interested faculty and staff who understand and anticipate his frustrations and problems. This view is supported by Daniels who states:

> If students are presented with a voluntary developmental program which is administered and delivered by qualified, caring personnel, which is competency based, and which contains an integral counseling component, they will willingly participate, even at times for no credit. Further, as students achieve competency in basic skills areas, and move into a regular curriculum, they carry with them a positive, success-oriented view of themselves. When developmental studies approaches are coordinated with the total institutional program, the step-child syndrome is avoided, standards and quality are maintained (and sometimes raised) and students are considered worthy.[15]

There is still much room for improvement in our developmental program. However, the positive response to our present efforts is highly encouraging, especially in light of the fact that because of the remedial/compensatory/developmental assistance available in the Center, a great number of students have been able to upgrade their deficiencies in the basic skills necessary to pursue a college education. Many have been able to fully attain their individual academic potential, and still others who would have been possible dropouts have been salvaged. It is also remarkable to note that in providing for the needs of the new students, in no instance has the college lowered grading or graduation standards to accommodate any particular segment of the student population.

III. EXAMINATION OF SERVICES OFFERED

A. Purpose

The previous sections of this paper described the background, purposes, organization, and services of the Learning Center in the implementation of the developmental program of the college. The ensuing section will present some of the efforts to examine the services and facilities and to determine strengths and weaknesses.

When a system is apparently operating smoothly, one is sometimes tempted to complacently assume a high degree of efficiency which leaves no room for further improvement. However, a learning center is designed to implement the educational goals and objectives of the college; therefore, to be effective, the program and services should be assessed periodically in terms of how well they implement the philosophy and achieve the goals in the realistic and practical day-to-day operation. It is expected that this modest attempt at self-study will provide better insights and judgments, increase our awareness of weaknesses and strengths, aid the development of institutional policies, and permit us to reorganize the resources to accomplish the proposed objectives.

B. Method Used

To conduct the following brief and partial examination of the services and facilities of the Learning Center at Glendale Community College, several instruments were utilized. The Qualitative Checklist, the Student Evaluation and the Faculty Evaluation forms are modified versions of the forms presented in the Assessment Packet of the Learning Resources Association of California Community Colleges. The

tutorial center reports were based on questionnaires usually used in that center to obtain feedback from the tutors and tutees. The Writing Lab was not included in this examination because of the relatively short time of its operation. The figures of actual number of students serviced and the contact hours logged were determined from the monthly records prepared in the Center.

C. Self Study

QUALITATIVE CHECKLIST

The Qualitative Checklist of the LRACCC Assessment Packet (Appendix 7) was modified to conform to the Learning Center at Glendale Community College. The following statements represent the situation of our institution.

I. THE LEARNING CENTER AND THE COLLEGE

CRITERIA

An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.

The educational media center should be a separate service unit that operates at the same level as other major institutional services.

An institution should have clearly defined policies, procedures, and plans for its educational media program including short-range and long-range goals.

There should be a sufficient number of professional media staff members to administer the educational media program and to provide

consultative services to an institution's entire faculty.

A. Commitment to the Learning Center Program

The institution's Learning Center consists of a media-equipped instructional facility staffed by clerical personnel and student aides. The services are well-coordinated and one person is given administrative responsibility for institution-wide remedial activities. The program is directed by a certificated staff member who reports directly to the administrative office in charge of instruction. She is provided with facilities, finances, and staff essential in meeting the media needs of the developmental program.

B. Commitment to the Learning Center as An Integral Part of Instruction

A variety of learning resources services are generally available and some attempts are made to acquaint faculty members, other than the English Department, with the services and to encourage their use.

C. Commitment to Providing Learning Resources Facilities

The institution provides most classrooms with light control and other facilities necessary for the use of some types of learning resources.

D. Commitment to Financing the Learning Center Program

The Learning Center program is financed from regularly appropriated institutional funds. All media and services are used for instructional purposes. Long-range plans are occasionally considered when making the budget which is prepared, presented, and defended by the

administrator of the Learning Center in the same manner as that of any other budget unit.

E. Commitment to Staffing the Learning Center Program

Leadership and consultation in the use of resources are provided by a qualified staff. An adequate clerical staff and instructional aides are also provided.

II. LEARNING CENTER SERVICES

A. Learning Center Personnel as Consultants

Learning Center personnel consult with faculty in the instructional application of resources when they are asked to do so and are free from other duties.

B. Training Programs

Training related to the use of resources in the Center is provided on request or as needed.

C. Faculty Use of Non-Print Learning Resources

Only a few faculty members besides the developmental instructors make regular use of resources of the Learning Center in their individual programs.

D. Student Use of Non-Print Learning Resources

Most students use the resources of the Center for instructional purposes.

E. Involvement of Learning Center Staff in Planning

The professional Learning Center staff is occasionally involved with the faculty and staff in planning and purchasing materials

for use in the instructional program. The director is also regularly involved in decision-making activities relating to the integration of learning resources with the curriculum and instruction.

III. THE LEARNING CENTER PROGRAM

A. Dissemination of Learning Center Information

Information concerning learning center services and resources is frequently disseminated to the faculty, students, and staff through several channels such as handbooks, fliers, posters, bookmarks, announcements in the school newspapers, memos, and other means.

B. Availability of Learning Center Materials

There is a sufficient quantity of materials to make it possible for them to be available on relatively short notice.

C. Subject Scope of Learning Center Materials

Some subject areas other than the basic skills are adequately represented in the materials collection.

D. Maintenance of Learning Center Materials and Equipment

Materials and equipment are cleaned and repaired on a regular basis and when complaints regarding their operable condition are made by users.

E. Production of Materials

Limited production facilities are available for faculty members to produce their own materials.

IV. PHYSICAL FACILITIES FOR LEARNING RESOURCES

A. In Existing Teaching Stations

Many teaching stations have been modified and equipped with such facilities as light control, screens, and electrical outlets. Others are partially equipped.

B. Planning

The Learning Center staff is not involved in planning campus buildings except for recommendations and suggestions for modifications or improvements to the Learning Center itself.

V. LEARNING CENTER BUDGET AND REPORTING PROCEDURES

A. Basis for Budget Allocation

The Learning Center budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

B. Development of Learning Center Budget

Some staff involvement is solicited by Learning Center management in the development of the Learning Center budget.

C. Reporting Function of the Learning Center

The Learning Center administrator submits interim reports of Learning Center services and articulates future needs to the chief instructional administrator of the college.

VI. LEARNING CENTER STAFF

The Learning Center staff is sufficient to meet most of the present instructional support needs of the developmental program of the college.

STUDENT AND FACULTY EVALUATION

The Student Evaluation and Faculty Evaluation were also included in the self-study. A random selection of 155 students and ten instructors completed the evaluation forms distributed in the Center. The results ensue on pages 27 and 28 (See charts).

At various times different questionnaires were also distributed to a sampling of tutors and to the students whom they tutored as an effort to evaluate the tutoring aspect of the program. Both groups submitted responses as to the effectiveness of the service and forwarded suggestions for further improvement. (See charts on pages 29 through 35).

FACULTY EVALUATION
OF INSTRUCTIONAL SUPPORT SERVICES

Please rate the instructional support services listed below by placing check marks in the appropriate boxes. Indicate both your amount of use during the past year (left column) and the quality of service you received (right column).

[9] Full-Time Faculty [1] Part-Time Faculty

•SERVICE•

Times Used in Year					Quality of Service			
None	1-5	6-10	11+		N/A	Poor	Good	Very Good
2	4		1	Audio Production	1	1	3	1
2		1	4	Instructional Equipment	1	1	4	
			7	Instructional Materials			1	6
1			5	Books	1		4	4
2	1		3	Filmstrips	1		3	1
1	2		6	In-Class Tutors	1		2	5
4	1		1	In-Service Training	3	1	1	1
5	1			Instructional Design			1	2
2	3	1	1	Materials Request			3	2
1	2		2	Printing/Duplicating			1	3
1	2	1		Reference Service			1	2
	2		6	Assistance with Evaluations & Tests			4	4

COMMENTS AND RECOMMENDATIONS:

- Additional space and staff are badly needed
- Excellent support system
- More 'in class' tutors are needed

STUDENT EVALUATION
OF THE LEARNING CENTER

Please rate the following Learning Center Services listed below by placing check marks in the appropriate boxes. Indicate both your amount of use during the past year (left column) and the quality of service you received (right column).

☐ Day Student ☐ Evening Student

'SERVICE'

Times Used in Year					Quality of Service		
1-5	6-10	11+			Poor	Good	Very Good
22	17	57	Controlled Readers		10	35	25
45	15	18	Cassette Tape Players		10	50	20
21	4	5	Tutorial Services		2	13	9
43	14	40	Workbooks		6	62	33
15	2	5	Caramates/Slides		1	7	5
17	14	16	Filmstrip Projector/Filmstrip		2	24	10
20	8	30	Writing Lab		2	38	11
18	15	36	SRA Reading Kits		6	38	13
26	20	42	SRA Spelling Wheels		14	48	16
10	1	4	Individualized Modules		1	6	1
8	0	1	Language Master		1	1	1
10	3	1	Time Clock		2	8	1
5	2	5	Audio-Tutorial Carrels		0	3	5
4	1	0	Aud-X		1	3	0
7	0	7	Reading Accelerator		2	11	3

COMMENTS:

GLENDALE COMMUNITY COLLEGE

LEARNING RESOURCE-TUTORIAL CENTERS

CORA DEROWE, DIRECTOR

JUNE 7, 1979

The Tutorial Center conducted a Spring survey. The tutees were selected at random. Tutees completing questionnaires were Vocational, Academic, English as Second Language, and Educationally Disadvantaged students.

Results:

1. Did you use the Tutorial Center last semester?

Yes	No	Other
62%	38%	0

2. Did you receive a grade of C or better in the class in which you were tutored?

Yes	No	Other
69%		31%

3. Do you expect to get a grade of C or better in the class you are now being tutored in?

Yes	No	Other
83%		17%

4. Do you expect to use the center next semester?

Yes	No	Other
97%	0	3%

TUTORIAL CENTER

SPRING SURVEY CON'T

COMMENTS FROM TUTEES - - -

need larger room

without services tutee would be lost

value good services

request a reader available at all times

has good and bad features (not specific)

need more tutors

tutors should be paid more

continue screening tutors, matching those with the same instructor contact.

from a foreign student - - I should receive a grade for the knowledge of the subject rather than language understanding. Tutors helped me out to understand language better.

from a female adult-reentry student. I am shy. Math was a difficult subject for me when I was younger. I enrolled in a basic math class at the college and had my first contact with an in-class tutor. In desperation I came to the tutorial center and requested help from the class tutor. I failed my test, but continued with tutoring. With this help I eventially passed the class. What a relief. I am forever grateful and will not hesitate to seek further help when I return in the fall.

GLENDALE COMMUNITY COLLEGE
LEARNING CENTER

STUDENT EVALUATION OF TUTORIAL SERVICES

VEA, CEP, W/S, ESL, H STUDENTS (Tutor's Name) | B. MYERS, COORDINATOR (Instructor's Name) | FALL'79 (Date)

I am being tutored in vocational, academic, basic, technical classes
(Name, Number and Section of Course)
Tutoring takes place _____ in class; x out of class-in the tutorial center.

This form will help the Tutorial Center and your tutor to improve tutorial services. Answer each item below as it applies to your tutor.

Your Tutor:	Yes	No	Sometimes
1. Is on time for appointments.	82%	5%	13%
2. Lets you know if he/she will be late or absent.	92%	7%	1%
3. Answers your questions clearly.	82%	7%	11%
4. Can explain things in more than one way.	84%	13%	13%
5. Sticks to the subject; doesn't waste time.	82%	7%	11%
6. Encourages you to ask questions.	73%	12%	15%
7. Helps you to feel comfortable and relaxed.	94.5%	4%	5%
8. Is organized and prepared for each session.	84%	5%	11%
9. Knows the course material.	92%	3%	5%
10. Makes sure you understand things by checking with you.	90%	4%	94%
11. Does your work for you.	0%	100%	0%
12. Praises you for good work and for trying your best.	36%	19%	45%
13. Gives criticism in a constructive manner.	40%	5%	55%
14. Encourages you to come back if necessary.	84%	3%	13%
15. Came to you personally to encourage you to ask for tutoring if you needed it.	18%	72%	10%
16. Consults with your instructor about your needs and progress in the course.	18%	36%	46%

(Over)

	Yes	No	Sometimes
17. Has referred you to other sources of help at the College, as appropriate (peer advisors, professional counselor, Financial Aid office, etc.)	18%	46%	36%
18. Are you doing better in the course since tutoring began?	96%	4%	

19. How is your tutor most helpful?

Helps me with my notes.
Defining terms.
Preparation.
Everyway.
Explains material to me slowly so I can understand it.
Helps me understand why I was not able to understand material in class.
Helps me understand instructors attitude.
Encourages me to stay in class.
Because of tutor I find I try harder in class.
Explains what course is and what is expected
Defines main points.
Defines terms.
Explains so I can understand.
Breaks down complicated theories

20. How is your tutor least helpful?

has not had the same instructor and sometimes can not help me see what the author's vs the instructors opinion.

21. Do you have any other comments or suggestions?

Larger room.

A place to discuss subject in depth-privately.

Please return this form to the Tutorial Coordinator. You may sign your name if you wish, although it is not required.

_____
Tutee

#19 continued--
By clarifying the little things that make learning a bit more easy. For instance, instructors expectations, the proper form for certain reports etc. This complements the basic educational requirements and makes them much more relevent.

GLENDALE COMMUNITY COLLEGE

DEVELOPMENTAL LEARNING SKILLS PROGRAM
LEARNING-TUTORIAL CENTERS
DIRECTOR, CORA DE ROWE

STUDENT EVALUATION OF TUTORIAL SERVICES

I am being tutored in _____
Name, Number and Section of Course
Tutoring takes place _____in class; _____out of class

This form will help the Tutorial Center and your tutor to improve tutorial services. Answer each item below as it applies to your tutor.

Your Tutor:	Yes	No	Sometimes	Blank
1. Is on time for appointments.	58%	-	17%	25%
2. Lets you know if he/she will be late or absent.	84%	8%	-	8%
3. Answers your questions clearly.	92%	-	8%	-
4. Can explain things in more than one way.	84%	8%	8%	-
5. Sticks to the subject; doesn't waste time.	100%	-	-	-
6. Encourages you to ask questions.	75%	-	25%	-
7. Helps you to feel comfortable and relaxed.	92%	-	8%	-
8. Is organized and prepared for each session.	92%	8%	-	-
9. Knows the course material.	92%	-	8%	-
10. Makes sure you understand things by checking with you.	84%	8%	8%	-
11. Does your work for you.	17%	75%	8%	-
12. Praises you for good work and for trying your best.	92%	-	8%	-
13. Gives criticism in a constructive manner.	67%	-	25%	8%
14. Encourages you to come back if necessary.	92%	8%	-	-
15. Came to you personally to encourage you to ask for tutoring if you needed it.	33%	67%		
16. Consults with your instructor about your needs and progress in the course.	8%	58%	8%	26%

(Over)

	Yes	No	Sometimes	Blank
17. Has referred you to other sources of help at the College, as appropriate (peer advisors, professional counselor, Financial Aid office, etc.)	8%	50%	16%	26%
18. Are you doing better in the course since tutoring began?	75%	-	-	25%

19. How is your tutor most helpful?
    She gives real life examples
    Helping me to understand the basic material
    Being patient with me, offering encouragment to hang in there
    Explaining things to me
    Catching the things which I do wrong
    Very knowledgeable in subject matter
    Assists with difficult problems
    Explaining things that the teacher sometimes doesn't

20. How is your tutor least helpful?

    Helping to study for test

21. Do you have any other comments or suggestions?

    a) I could not be doing well in the class if I had not had a tutor

    b) There should be more available tutors for Chem 105

Please return this form to the Tutorial Coordinator. You may sign your name if you wish, although it is not required.

I.D. NUMBER_____ _____

_____
Tutee

BJM/79-80

GLENDALE COMMUNITY COLLEGE

DEVELOPMENTAL LEARNING SKILLS PROGRAM
LEARNING-TUTORIAL CENTERS
DIRECTOR, CORA DE ROWE

TO: ALL TUTORS DATE: 11-19-79

PLEASE HELP US EVALUATE OUR TUTORIAL CENTER BY COMPLETING THIS QUESTIONAIRE. IT IS NOT NECESSARY TO SIGN THIS FORM.

1. How would you evaluate our facilities

Excellent	Good	Fair	Poor
23%	59%	18%	-

Comment

2. Are materials adequate

Yes	No
76%	24%

Comment

3. Is staff adequate

Yes	No
94%	6%

Comment

4. Do you require or would you consider further training

Yes	No	No answer
35%	53%	12%

Comment

5. If you desire to see any changes in the tutorial services what would you suggest
   - More space and more private stalls to prevent noise distraction
   - More materials such as in English as a second language and spelling
   - Have a small library with books, study guides
   - Tutors need more exposure and will prove more helpful if they underwent further training
   - During busiest hours, should be better staffed
   - Tutors should know each other better

. What kind of information do you get from instructors regarding the tutorial services

I.D.# _____ NAME _____

RJM/72-80

IV. SUMMARY, CONCLUSIONS, RECOMMENDATIONS

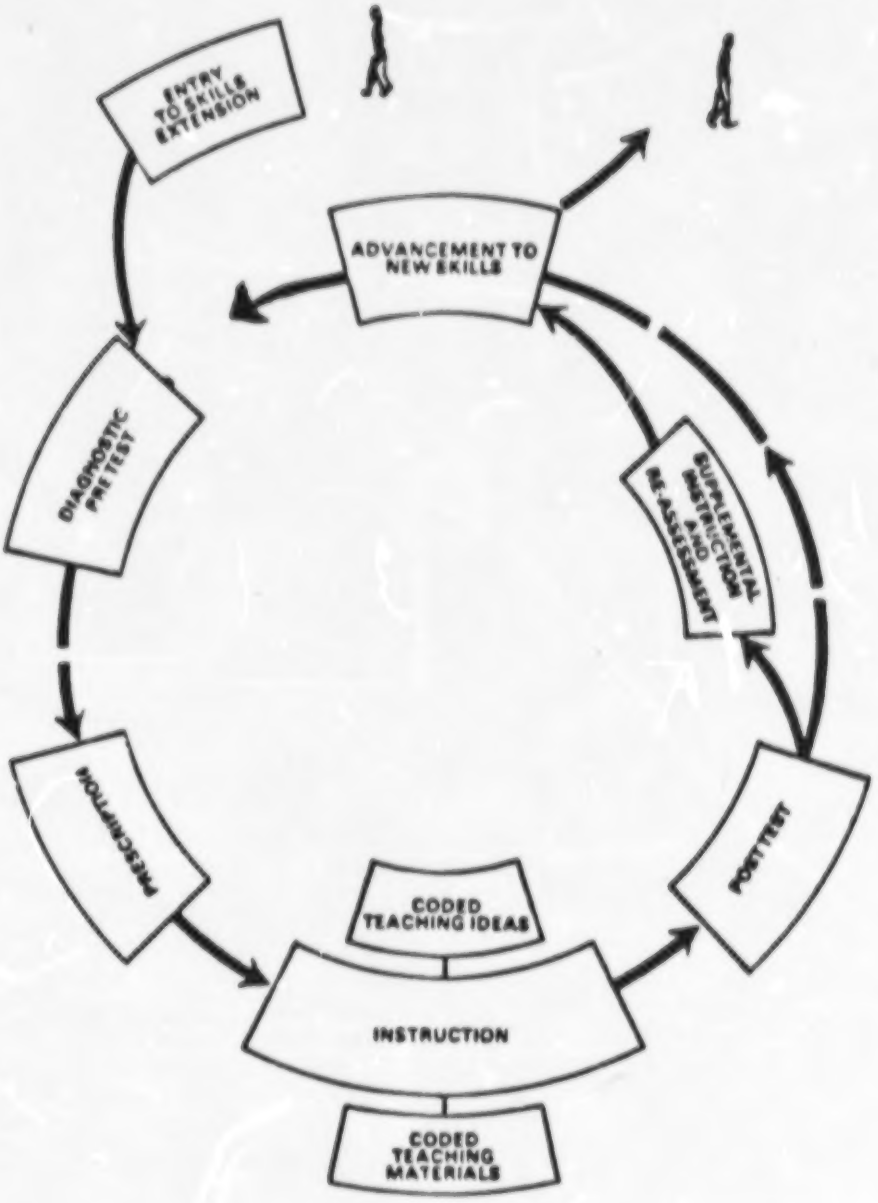
A. Summary

Glendale Community College is responding to the remedial-developmental needs of an ever-increasing segment of the student population--the New Student. The development of the Learning/Tutorial Centers and the implementation of the developmental program is indicative of the strong interest of the administration and faculty to adapt the institution to the needs of the students, and not the students to a rigid mold of existent curricula and programs designed for traditional students.

Supplemented by charts and figures, the organization and procedures of the Learning Center and the developmental programs are described and an attempt has been made to examine the strengths and weaknesses of some of its aspects. At present the developmental program is fulfulling diagnostic, prescriptive and remediative functions. The chart on page 37 appropriately summarizes the main features of the developmental program.

The student enters the program because he has the need to augment his skills. After a diagnostic test, placement in an appropriate class is recommended, or an individualized program is prescribed. Instruction may take the form of participation in a class with an instructor and tutors, or use of educational materials and equipment. At the end of his instruction, a post test is administered, the results of which will determine the need for supplemental instruction in the area of persistent weakness, or the advancement to new skills in other areas of interest, or other programs.

DEVELOPMENTAL PROGRAMS
Diagnostic/Prescriptive/Remediative



B. Conclusions

A review of the Qualitative Checklist shows the following findings:

1. There is a strong institutional commitment to the Learning Center and to the developmental program which is considered an integral part of instruction.
2. There is adequate funding to provide trained staff and media materials and equipment for present needs.
3. The training aspect of the program requires strengthening.
4. The Learning Center is mostly utilized by developmental/remedial students and faculty involved in this aspect of the curricula.

The faculty and students evaluations of the services indicate that the controlled readers, cassette players, reading kits, workbooks, and spelling wheels are the materials and equipment most frequently used. The majority concede they are in good to very good condition.

Most tutees feel that the tutorial program has been helpful in giving them confidence in class, improving grades, enabling them to get a passing grade, preparing them for a test and preventing them from dropping out. Many tutees and tutors complain about the need for additional space and a less distracting environment.

C. Recommendations

The following recommendations may be advanced based upon the review of the literature, the author's observations, and the surveys conducted.

1. Efforts, so far mainly geared toward improving language ability and study habits, should be directed to explore the possibilities

of expanding the offerings of the Developmental Skills Department to include other disciplines such as basic math, basic science, and other subjects for which support services to faculty and students at this level should be readily available. Furthermore, the services of the Learning Center should not be restricted exclusively to developmental skills. The entire faculty should be made aware of the possibilities of the Center as a resource service to supplement classroom instruction in the various disciplines when possible.

2. In the future, attention should also be directed to the assessment of the existing individualized programs and developmental courses to identify their effectiveness in fulfilling the needs of special students, and to recommend procedures that would insure quality education while responding to individual needs and objectives.
3. It is imperative to conduct a follow-up program of students who have progressed through the Learning Center developmental program to ascertain its effectiveness as it relates to subsequent academic success. This idea is reiterated in the literature. To this effect, De Hart has indicated that "Without formal follow up and program evaluation serious questions can be raised about the appropriateness of institutional resources to any type of instruction. This is particularly true in the area of basic skills because of the controversy surrounding this form of instruction at the collegiate level."[16]
4. The possibility of procuring additional space for the expansion of the present facilities should be considered. In this way it would be possible to provide separate areas for the writing lab and reading lab in order to avoid curtailing student services at a time when

they are most desperately needed.

5. Plans for the future should be flexible and based upon the inevitable occurrence of changes. The measure of success will depend upon the ability to assess the emerging trends and to adapt the programs and facilities to respond to new needs.
6. Tutors should be strongly encouraged to enroll in the tutor training course which would provide them with the necessary skills and knowledge to deal with under-achieving peers. It has been demonstrated that the mere mastery of subject matter does not guarantee success of instruction.
7. All of the services now offered to the day student should be made available to the Extended Day students as well. (Writing Lab, in-class tutors, etc.)
8. Instructors assigned to the Learning Center program should be equipped to work with the new clientele. They should have experience dealing with these students and special skills in teaching remedial aspects of their subjects. They should have the desire and temperament to work with such students. Above all, they should be willing to help the student compensate for previous social and educational deprivation while preparing him to compete in a highly complex society.
9. There is at present an urgent need for an on-going inservice training and staff development program specifically designed for the faculty members involved in the developmental program.

To conclude, the college administration has been very supportive over the past few years (even through the recent financial pinch) in providing for the needs of the developmental program. Although Proposition 13

resulted in drastic cutbacks in the expenditure of funds for most community colleges, the Learning Center at Glendale Community College was not greatly affected by staff reduction, dramatic budget cuts, altered hours or limitation of services to faculty and students. This is a strong indication of the administrative recognition and acceptance of the commitment to focus our attention and resources on real human needs and make the maximum effort to achieve these goals within the state and local financial limitations imposed upon the colleges.

We are definitely dealing with a new breed of students with different problems and needs from those of the students in the past. As educators, our reaction to these needs and to the way we attempt to meet them are extremely important, since the college should provide vital cost-effective educational services to the academic community and be a positive experience for all who attend.

FOOTNOTES

[1]James W. Thornton, Jr. The Community Junior College. (New York: John Wiley and Sons, 1972). p. 32.

[2]William Moore, Jr. Against the Odds. (San Francisco: Jossey-Bass 1970). p. 5.

[3]Terry O'Bannion. "Staff Development: A New Priority for Seventies." The College Board Review. No. 99. Spring 1976. p. 27.

[4]Robert Cope and William Hannah. Revolving College Doors. (New York: John Wiley and Sons, Inc., 1975). p. 2.

[5]B. Lamar Johnson. "Critical Community College Problems: Then and Now--Mid 60's and Late 70's." Pepperdine University. 1978. p. 14. (Mimeographed).

[6]John Lombardi. "Four Phases of Developmental Education" ERIC Junior College Resource Review. March, 1979. p. 1.

[7]K. Patricia Cross. Beyond the Open Door. (San Francisco: Jossey-Bass, Inc., 1971). p. 13.

[8]Ibid., p. 14.

[9]Theodore R. Connett. Interview. October, 1979.

[10]David Daniel. "Going to College from a Positive Standpoint." Journal of Developmental and Remedial Education. Vol. 1, No. 1, p. 4.

[11]John E. Roueche and Jerry J. Snow. Overcoming Learning Problems. (San Francisco: Jossey-Bass Publisher, 1977). p. 90.

[12]Moore. p. 222.

[13]Robert L. Williams. "What Are We Learning From Current Programs for Disadvantaged Students?" Journal of Higher Education. Vol. 40, 1969. p. 284.

[14]Rodney Reed. "When Students Teach: Tutoring by Peers." The Research Reporter. The Center for Research and Development in Higher Education. University of California, Berkeley. Vol. VIII, No. 1, 1973. p. 4.

[15]Daniels. p. 4.

[16]A. Robert De Hart. "A Condensation of the Chancellor's Report on Basic Skills." Management Report. Association of California Community College Administrators. April, 1979. p. 7.

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Daniel, David. "Going to College From a Positive Standpoint." Journal of Developmental and Remedial Education. Vol. 1, No. 1.

De Hart, A. Robert. "A Condensation of the Chancellor's Report on Basic Skills." Management Report. Association of California Community College Administrators. April, 1979.

Johnson, B. Lamar. "Critical Community College Problems: Then and Now--Mid 60's and Late 70's." Mimeographed. Pepperdine University. 1978.

Lombardi, John. "Four Phases of Developmental Education." ERIC--Junior College Resource Review. March, 1979.

Moore, William, Jr. Against the Odds. San Francisco: Jossey-Bass, 1970.

O'Bannion, Terry. "Staff Development: A New Priority for the Seventies." The College Board Review. No. 99. Spring, 1976.

Reed, Rodney. "When Students Teach: Tutoring by Peers." The Research Reporter. The Center for Research and Development in Higher Education. University of California, Berkeley. Vol. VIII, No. 1, 1973.

Roueche, John E. and Snow, Jerry J. Overcoming Learning Problems. San Francisco: Jossey-Bass Publishers, 1977.

Thornton, James W. Jr. The Community Junior College. New York: John Wiley and Sons, 1972.

Williams, Robert L. "What Are We Learning From Current Programs for Disadvantaged Students?" Journal of Higher Education. Vol. 40, 1969.

APPENDICES

APPENDIX 1

SEPARATION OF DEVELOPMENTAL LEARNING SKILLS CENTER FROM LANGUAGE ARTS DIVISION

	GUIDANCE	READING	ESL	ENGLISH
Developmental Skills	Dev. 194	Dev. 188 Dev. 190 Dev. 192	Dev. 193 Dev. 194 Dev. 196	Dev. 191 Dev. 199 Writing Lab
English Skills		Eng. 118	Eng. 195	Eng. 120 Eng. 131 Eng. 101

Responsibilities of Developmental Learning Skills Center to Language Arts Division

1. Grade tests
2. Provide clerical help
3. Preview and recommend audio-visual material
4. Control objectives, standards, and tests of the class
5. Instruct teachers in use of equipment and instructional materials
6. Develop the curriculum for classes taught in the Center

Responsibilities of Language Arts Division to Developmental Learning Skills Center

1. Provide test data
2. Report teacher absences (same day)
3. Invite Developmental Learning Skills Department chairperson to sit in on interviews for English teachers hired to teach primarily developmental skills

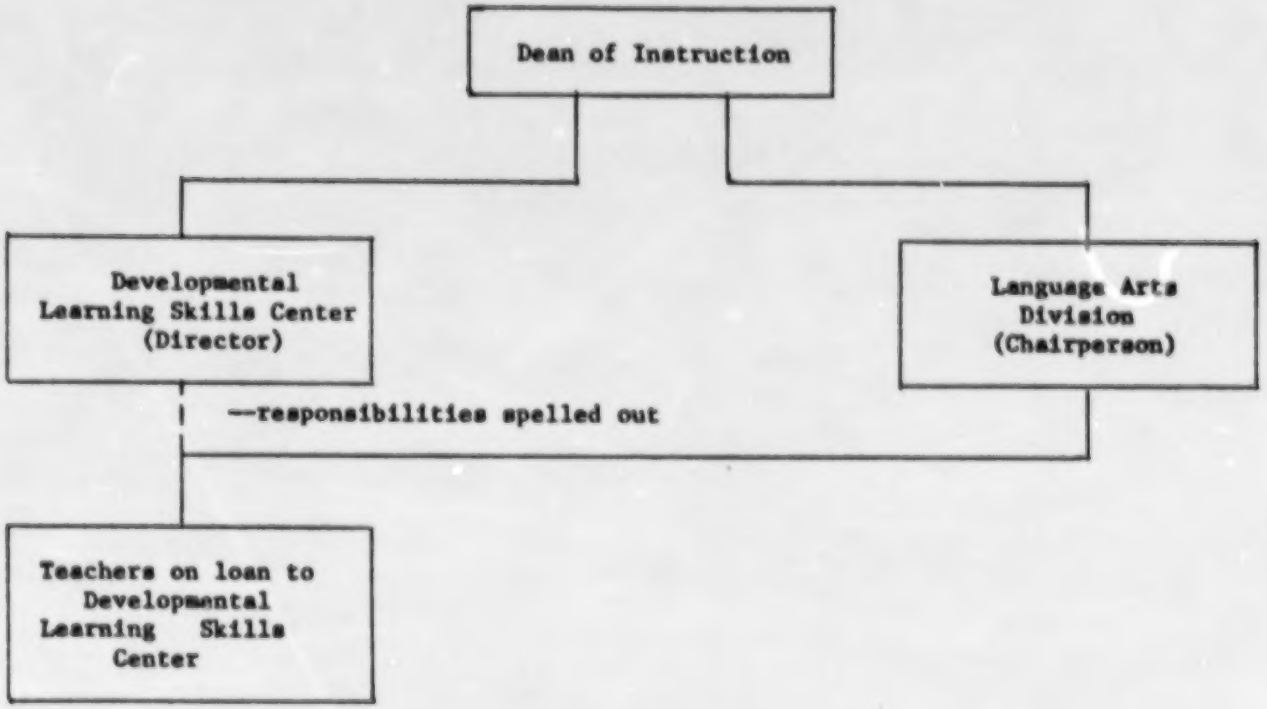
Note

1. Working out laboratory schedules is a joint responsibility of the English Department and Developmental Skills Center
2. Any personnel problems or complaints regarding English teachers will go through the Language Arts Division chairperson.

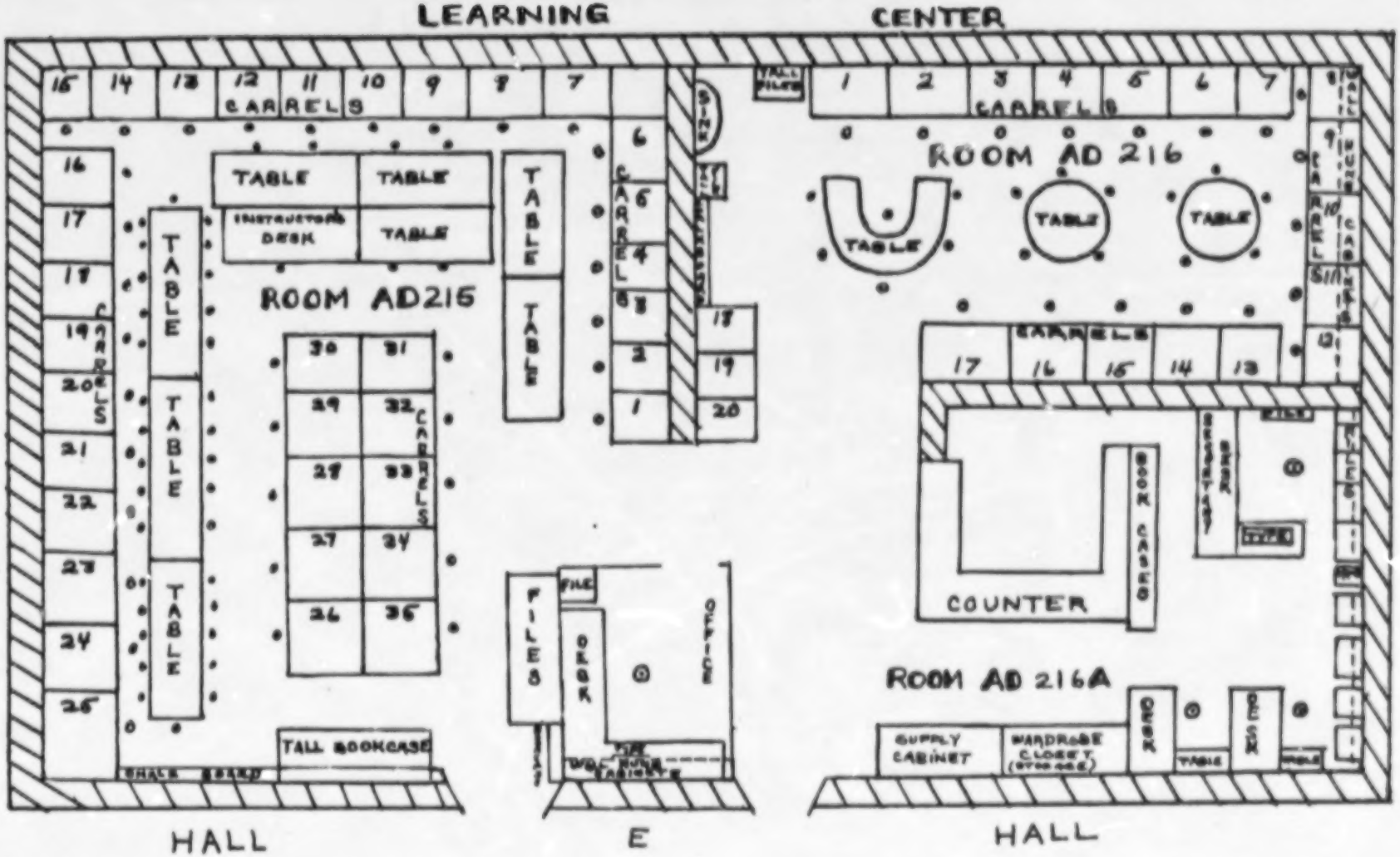
For Dev. 188, 190, 191, 192, 193, and 199 - - - English teachers will be on loan to the Developmental Learning Skills Center, but they will continue to answer to the Language Arts Division, except as spelled out above.

APPENDIX 2

LINES OF RESPONSIBILITIES


Dean of Instruction
Developmental Learning Skills Center (Director)
Language Arts Division (Chairperson)
--responsibilities spelled out
Teachers on loan to Developmental Learning Skills Center

APPENDIX 3

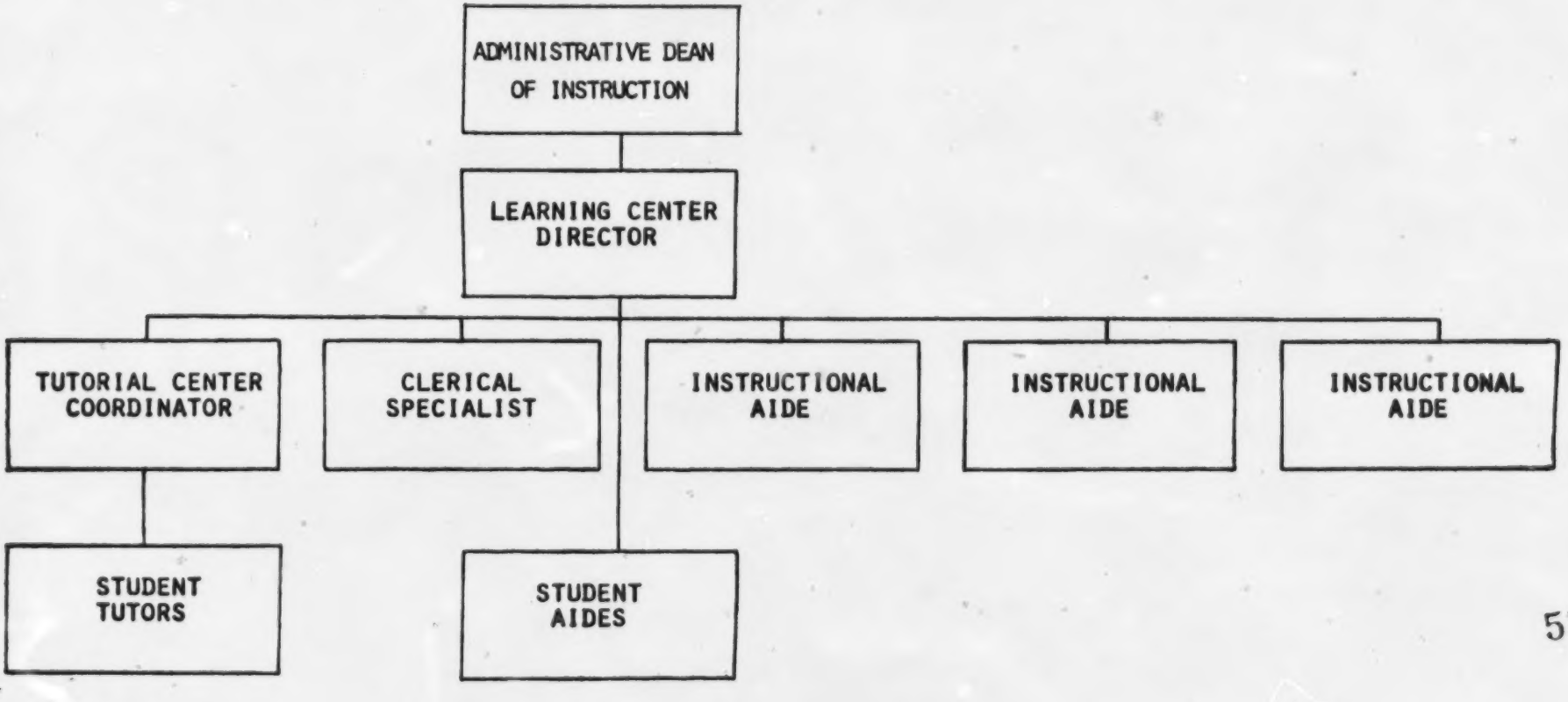

LEARNING CENTER
ROOM AD215
TABLE
INSTRUCTOR'S DESK
CARRELS
TALL BOOKCASE
CHALK BOARD
HALL
FILES
DESK
OFFICE
E
ROOM AD 216
TABLE
COUNTER
BOOK CASES
ROOM AD 216A
SUPPLY CABINET
WARDROBE CLOSET
DESK
HALL

APPENDIX 4

GLENDALE COMMUNITY COLLEGE DISTRICT

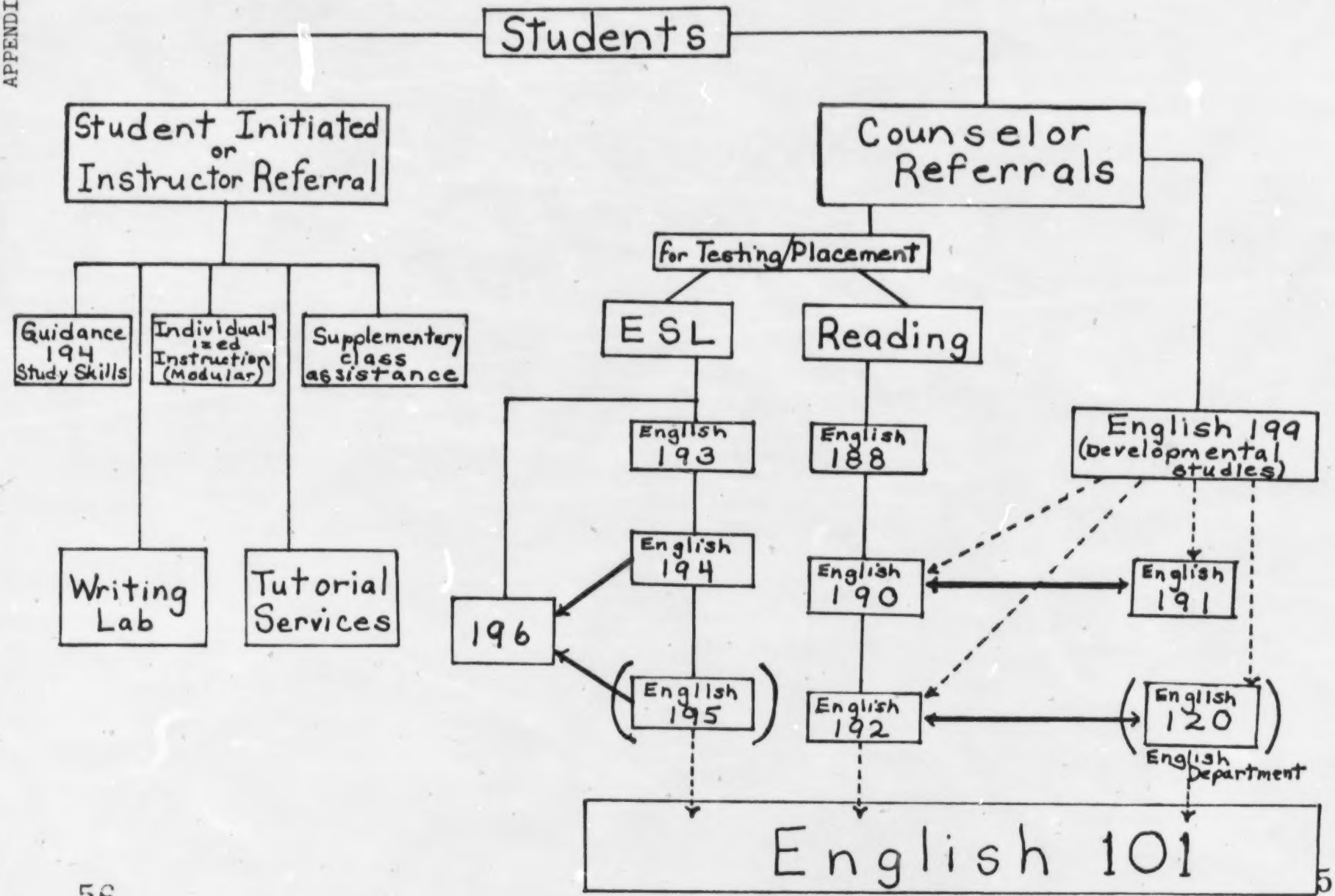
ORGANIZATION CHART

LEARNING CENTER



APPENDIX 5

LEARNING CENTER SERVICES



APPENDIX 6

GLENDALE COMMUNITY COLLEGE
LEARNING CENTER
MONTHLY STUDENT ENTRY REPORT
1979-80

	MONTH	STUDENT CONTACT HOURS VEA	ACADEMIC	TOTAL	NO. OF ACTUAL STUDENTS SERVED VEA	ACADEMIC	TOTAL
Summer Session Begins	July	244	1,557	1,801	65	128	193
	August	453	2,101	2,554	142	284	426
Fall Semester Begins	September	1,884	3,059	4,943	564	840	1,404
	October	4,369	7,016	11,385	657	993	1,650
	November						
	December						
	January						
Spring Semester Begins	February						
	March						
	April						
	May						
	June						
	Totals						

QUALITATIVE CHECKLIST

DIRECTIONS: Circle the number at the left of the statement that most nearly represents the situation in your institution.

I. LEARNING RESOURCES & THE COLLEGE

A. Commitment to the Learning Resources Program

1 The institution's learning resources program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

2 The institution's learning resources program consists of media services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for institutionwide media activities.

3 The institution's learning resources program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some media training but not enough to qualify him as an educational media specialist. He reports to the institutional administrator directly responsible for instruction.

4 The institution has a learning resources program including a media center and necessary sub-centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Learning Resources As An Integral Part of Instruction

1 The institution provides some learning resources for teachers but no trained personnel are available to assist in the utilization of the educational media that is provided.

2 The institution has some learning resources services for faculty members who request them, but the faculty is not particularly encouraged to use the services.

3 A variety of learning resources services are generally available and some attempts are made to acquaint faculty members with the services, and to encourage their use.

4 The institution provides quantity and variety of learning resources services needed by all instructional units and encourages the faculty to use media as integral parts of instruction.

C. Commitment to Providing Learning Resources Facilities

1 The buildings in use at this time provide for only very limited use of learning resources.

2 Although some new and remodeled facilities provide for the use of some types of learning resources, the institution gives very little attention to media utilization at the time classroom buildings are planned.

3 The institution provides most new and remodeled classrooms with light control and other facilities necessary for the use of some type of learning resources.

4 All new classrooms are equipped for the greatest possible use of learning resources and are designed to permit adaptation for the use of new developments in instructional technology. Old classrooms are being modified as fast as possible to provide for effective use of resources.

D. Commitment to Financing the Learning Resources Program

1 Finances for the learning resources program are not included in the budget.

2 The major source of income for the learning resources program is that received for services rendered to instructional departments and non-institutional users, and the budget is based on immediate needs only.

3 The learning resources program is partially financed by regularly appropriated institutional funds and partially by income derived from services to non-institutional users. Long-range plans are occasionally considered when making the budget.

4 The learning resources program is financed entirely from regularly appropriated institutional funds when media and services are used for instructional purposes. The budget reflects to some degree long-range learning resources plans and includes provision for special resources for unusual curriculum problem. The budget is prepared, presented, and defended by the administrator of learning resources in the same manner as that of any other budget unit.

E. Commitment to Staffing the Learning Resources Program

1 The responsibility for utilization of learning resources services rests entirely with the individual teacher who desires such services.

2 The responsibility for learning resources services is assigned to various institutional staff members whose primary commitments are in other institutional jobs.

E. Commitment to Staffing the Learning Resources Program (Continued)

3 The responsibility for learning resources services is delegated to a person who has had training in this field. This person provides clerical and technical assistance.

4 Leadership and consultation in the use of resources are provided by a qualified professional staff, all of whom have faculty status. An adequate clerical and technical staff is also provided.

II. LEARNING RESOURCES SERVICES

A. LRC Personnel As Consultants

1 There are no learning resources personnel available as consultants to faculty.

2 Learning resources personnel consult with faculty in the instructional application of resources when they are asked to do so and are free from other duties.

3 Learning resources personnel are usually available to consult with faculty in the use of resources and are frequently called upon for this.

4 Learning resources professionals work as a part of their regular assignments with faculty members in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Training Programs

1 No training related to the use of learning resources is provided.

2 Training related to the use of learning resources is provided only on request.

3 A limited in-service training program is provided on the use of learning resources.

4 An on-going, systematic in-service program in the use of learning resources is proivded to faculty, students, and LRC staff.

C. Faculty Use of Non-Print Learning Resources

1 None of the faculty make any use of learning resources in their individual presentations.

2 Only a few faculty members make any use of learning resources in their classrooms.

C. Faculty Use of Non-Print Learning Resources (Continued)

3 Many faculty members make occasional use of educational media in their classrooms.

4 Most faculty members use learning resources for instructional purposes.

D. Student Use of Non-Print Learning Resources

1 Very few students use non-print services.

2 Some students use non-print services.

3 Many students make occasional use of educational media in their classrooms.

4 Most students use learning resources for instructional purposes.

E. Involvement of Learning Resources Staff in Planning

1 There are no professional learning resources staff available, therefore they cannot be involved in planning for the use of learning resources.

2 The professional learning resources staff is seldom involved with the faculty in planning for the use of learning resources.

3 The professional learning resources staff is occasionally involved with the faculty and staff in planning and producing materials for use in the instructional program.

4 The learning resources center professional staff are usually involved with the faculty in planning for the use of, and in experimenting with educational technology in the instructional program. They are also regularly involved in decision making activities relating to the integration of learning resources with the curriculum and instruction.

III. THE LEARNING RESOURCES PROGRAM

A. Dissemination of Learning Resources Center Information

1 Information concerning learning resources services is never disseminated to prospective users as a matter of policy, but this information might be secured upon request.

2 Information concerning learning resources services is seldom disseminated to prospective users.

A. Dissemination of Learning Resources Center Information (Continued)

3 Information concerning learning resources services is infrequently but regularly disseminated to prospective users.

4 Information concerning learning resources is frequently disseminated to the faculty, students, and staff through several channels, such as handbooks, fliers, orientations, and so forth.

B. Availability of Learning Resources Materials

1 Materials are practically nonexistent and responsibility for obtaining such materials rest entirely with the user.

2 The quantity of materials is so limited that significant delays occur between requests and delivery. Reservations must be made on a "first come, first served" basis.

3 There is a sufficient quantity of materials to make it possible for them to be available on relatively short notice.

4 There is a sufficient quantity of materials to insure their immediate availability at any time they are requested.

C. Subject Scope of Learning Resources Materials

1 Few subject areas are adequately represented in the materials collection.

2 Some subject areas are adequately represented in the materials collection.

3 Most subject areas are adequately represented in the materials collection.

4 All areas of the curriculum are adequately represented in the materials collection.

D. Maintenance of Learning Resources Materials & Equipment

1 The institution has no provision for cleaning and repairing materials and equipment.

2 Materials and equipment are cleaned and repaired only when complaints regarding their operable condition are made by users.

3 Materials and equipment are repaired and cleaned whenever the staff has the time to do so.

4 All materials and equipment are inspected after each usage and are cleaned and repaired on a regular basis.

E. Production of Materials

1 Practically no facilities for production are made available to instructors in producing their own materials.

2 Limited production facilities are available for faculty members to produce their own materials.

3 Learning resources personnel, as well as faculty members, produce educational materials. The staff of the center is limited to the extent that all demands for production cannot be met.

4 Learning resources personnel produce a variety of educational media not otherwise available, and meet most production demands.

IV. Physical Facilities for Learning Resources

A. In Existing Teaching Stations

1 No teaching stations have been modified for use of educational media and no systematic plans have been made to adapt such stations use of media.

2 A few teaching stations have been modified for use of educational media. However, no systematic plans have been made to adapt all stations.

3 Many teaching stations have been modified and equipped with such capabilities as light control, screens, and electrical outlets. Others are partially equipped. A plan for systematically equipping all teaching stations is in operation.

4 All teaching stations have been modified and equipped for optimum use of all types of educational media.

B. Planning

1 The LRC staff is not involved in planning campus buildings except for LRC building itself.

2 The LRC staff are only incidentally involved in planning campus buildings.

3 The LRC staff has limited involvement in planning campus buildings.

4 The LRC staff, and specialized consultants if necessary, are involved in all phases of planning campus buildings.

V. Learning Resources Budget and Reporting Procedures

A. Basis for Budget Allocation

1 The college budget does not usually contain an allotment for learning resources.

2 The learning resources budget is based on an arbitrary allotment of funds irrespective of need.

3 The learning resources budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

4 The learning resources budget is based on both the immediate needs and long-range goals of the institution and reflects clear-cut policies concerning allocations, income sources, and budget practices.

B. Development of Learning Resources Budget

1 LRC staff has little or no involvement with the development and management of the budget.

2 LRC department heads only are involved in the planning and management of budgets. Staff make suggestions only and do not participate in the decision making process.

3 Some staff involvement is solicited by department heads and LRC management in the development of the learning resources budget.

4 LRC staff are all actively engaged in the development, management, and decision making with regard to budget. A Zero-Based or Program-Plan Budget System is operational.

C. Reporting Function of LRC

1 The LRC administrator submits no reports of LRC services and does not articulate future needs to the chief instructional administrator of the college.

2 The LRC administrator submits an annual report but rarely articulates future needs to the chief instructional administrator.

3 The LRC administrator submits an annual report of LRC services and occasionally articulates future needs to the chief instructional administrator.

4 The LRC administrator submits interim and annual reports of LRC services and articulates future needs to the chief instructional administrator of the college.

VI. Learning Resources Staff

1 The LRC staff is sufficient to meet only a few of the instructional support needs of the college.

2 The LRC staff is sufficient to meet some of the instructional support needs of the college.

3 The LRC staff is sufficient to meet most of the instructional support needs of the college.

4 The LRC staff consists of sufficient well-qualified and trained professional, clerical, and technical personnel to provide adequate support for all demonstrated college needs.

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